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ABSTRACT

Missouri has no laws or state regulations establishing accreditation requirements for early childhood education programs. State statutes authorize the Division of Family Services, Department of Social Services to license day care programs that operate more than 4 hours a day. However, these statutes presently exempt from licensure day care programs operated by churches and tax-supported bodies. State licensing standards primarily address minimum health and safety issues and provide a base below which no early childhood programs should operate. Voluntary accreditation, the concern of this publication, results from the validation of a program's self-study through an on-site peer review initiated at the program's request. A description of the 10 steps of the voluntary accreditation process is provided, followed by a copy of the detailed program rating form used in the self-study assessment. The assessment focuses on provision of a safe and healthy environment; curriculum planning and implementation; the availability of proper equipment and materials; provision of a social environment conducive to building a positive self-concept, individual strength, and positive interaction between children and adults; coordination between home and center; and maintenance of effective staff communication and efficient management practices. An application form for accrediting an early childhood education program is included in the publication. (RH)

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Standards & Procedures for Voluntary Accreditation of Early Childhood Education Programs in Missouri

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Arthur L. Mallory, Commissioner of Education

Standards & Procedures for Voluntary Accreditation of Early Childhood Education Programs in Missouri

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ACCREDITING AGENCIES:

For Public School Programs:
Missouri Department of Elementary and Secondary Education
Early Childhood Education Section
P.O. Box 480
Jefferson City, MO 65102
Telephone 314/751-2095

For Private Programs:
Missouri Board for Voluntary Accreditation
of Early Childhood Education Programs, Inc.
Child Study Department, Stephens College
Columbia, MO 65215
Telephone 314/876-7259

Voluntary Accreditation of Early Childhood Education Programs

Definition and Purpose

Learning that once occurred primarily in the home is now happening in early childhood programs outside the home for increasing numbers of Missouri's young children. Because of the impact of early education on the child's personal and academic success, it is important that families and early childhood program personnel provide the best possible environment for learning during the formative preprimary years.

Missouri has no laws or state regulations establishing accreditation requirements for early childhood education programs. State statutes authorize the Division of Family Services, Department of Social Services to license day care programs that operate more than four hours a day. These statutes, however, presently exempt from licensure day care programs operated by churches and tax supported bodies. State licensing standards primarily address minimum health and safety issues and provide a base below which no early childhood programs should operate.

Voluntary accreditation results from the validation of a program's self-study through an on-site peer review, which is initiated at the program's request. It is an effective means of promoting excellence in programs for young children--day care, preschool, and kindergarten--by giving recognition to programs meeting prescribed standards and by making available to consumers a directory of accredited programs. Accreditation--a stamp of approval--differs from licensing in that it does not involve mandatory controls. It is purely voluntary on the part of those seeking such approval.

Missouri's Standards for Voluntary Accreditation of Early Childhood Education Programs allow for a broad range of teaching and learning philosophies. These standards were developed by a committee of professionals in early childhood education and child development convened by the Missouri Department of Elementary and Secondary Education in 1981. The standards have been field tested in a wide variety of public and private full-day and part-day center-based programs for children ages 2½-6 years.

The Accreditation Process

The procedures for accreditation are as follows:

1. A program serving children in the age range of 2½-6 years should have been in operation for at least one year and have completed the "Self-Study Document" before applying for accreditation. The "Self-Study Document" is available for $10.00 from the Missouri Center for Voluntary Accreditation, Child Study Department, Stephens College, Columbia, Missouri 65215. The self-study is to be undertaken thoughtfully and viewed as a professional growth experience for staff. All ratings are to be based on the current situation and not, unless so designated, on future plans.

2. Programs eligible for accreditation, as defined on page 1 of the "Self-Study Document," may submit an Application for Accreditation to the Missouri Center for Voluntary Accreditation of Early Childhood Education

Programs. Included with the application should be a completed copy of the "Self-Study Document" and a check for the accreditation fee:

$ 30.00 for programs with 25 or fewer children ages 2½-6 years

$ 60.00 for programs with 26-49 children

$ 90.00 for programs with 50-99 children

$120.00 for programs with 100 or more children.

3. In applying for accreditation the program agrees to pay the mileage expenses of accreditation team members (at the rate of twenty cents per mile) to be paid directly to the individual team members at the time of the visit. An effort will be made to assign team members living in close proximity to the program site.

4. The coordinator of the Missouri Center for Voluntary Accreditation will assign a team to visit the program for the purpose of validating the program's self-study.

   a. The size of the program will determine the number of team members: a team of two or three for programs with 25 or fewer children ages 2½-6 years; a team of three for programs with 26-99 children; a team of three to six for programs with 100 or more children.

   b. A two-person team will be made up of persons from two of the three categories below. Larger teams will have balanced representation from all three categories:

      - A director/administrator having a minimum of two years experience teaching children ages two to six.

      - An early childhood education/child development professional, including teacher educators, with a strong knowledge base in early childhood.

      - A parent or other individual who is knowledgeable and concerned about young children and who does not fit in either of the other two categories.

      All team members will have been trained in the accreditation process.

   c. The program will be notified in advance of the on-site visit of the team assigned and may request an alternate, with good reason.

5. The team leader will be responsible for the exit interview with the program director and the team's report to the Missouri Center for Voluntary Accreditation, which will be copied to the program director.

6. Recommendation for accreditation requires team agreement with acceptable "Self-Study" ratings on all circled items. The accrediting team's report will define program strengths and limitations, note advisements, and will recommend for or against accreditation. If there is disagreement between the "Self-Study" and review team's ratings on more than five items, the program cannot be recommended for accreditation.

7. If there is disagreement on five items or less (a team rating of "No" on an item rated "Yes" by the program; a team rating of "3" or "4" on an item rated "1" or "2" by the program), the program will be given six months to bring these items into compliance with the standards. The program will then be revisited by a team member to verify the changes and recommend the program for accreditation. (Mileage expense to be paid by the program.)

8. The coordinator of the Missouri Center for Voluntary Accreditation will review the "Self-Study" and the visiting team's report in accordance with the policies of the Missouri Board for Voluntary Accreditation of Early Childhood Education Programs. The coordinator will then recommend the issuance of a "Certificate of Accreditation," good for two years from the date issued, or recommend further review of the program. The Missouri Board for Voluntary Accreditation of Early Childhood Education Programs, appointed by the Association for the Education of Young Children-Missouri, will grant accreditation to approved private programs. The Missouri Department of Elementary and Secondary Education will accredit public school programs. The "Certificate of Accreditation" granted to public and private programs will state that the program has been reviewed and meets the standards for early childhood education programs approved by the Missouri State Board of Education for public schools.

9. Programs which complete the "Self-Study" and review process and fail to receive a recommendation for accreditation may appeal the recommendation in writing to the Missouri Board for Voluntary Accreditation of Early Childhood Education Programs. After reviewing the "Self-Study" and visiting team's report, the Missouri Board may recommend:

   a. A new validation review by a different team. (Travel expenses are to be paid by the program.)

   b. Denial of accreditation, with areas of concern noted.

   The decision of the Missouri Board for Voluntary Accreditation of Early Childhood Education Programs will be final.

10. Programs receiving accreditation will be listed in an annual directory of accredited programs. The directory will list the program name, address, ages and number of children served, length of program day, name and telephone number of contact person at the time accreditation is granted.

Further information is available from:

Director of Early Childhood Education
MO Dept. of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102
Telephone: (314) 751-2095

Coordinator
MO Center for Voluntary Accreditation
Child Study Department, Stephens College
Columbia, MO 65215
Telephone: (314) 876-7259

Self-Study Document

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Directions for Rating:

- Each numbered item (1., 2., etc.) should be rated by placing a check (✓) on the line in the appropriate column--either Yes or No or 1., 2., 3., 4., or 5.
- Checking sub-items (lettered a., b., etc.), where listed under an item, will assist in determining the rating for that item.
- All circled items to be marked 1-5 should receive a rating of 1 or 2 in the self-study to be eligible for accreditation.
- All circled items that are to be marked Yes or No should be rated Yes in the self-study to be eligible for accreditation.

Rating Scale:

1 - Excellent - Fully meets the standards
2 - Good - Generally meets the standards
3 - Needs Improvement - In order to meet the standards
4 - Unacceptable - Does not meet standards
5 - Not Applicable

_____
Dates of Self-Study

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
I. Provide Safe and Healthy Environment All program personnel share the responsibility to protect children from injury and infection while under their supervision. Since children's health and safety should be a primary concern, all items in this section should be carefully reviewed and rated. <u>Safety</u> 1. Indoor materials, equipment and supplies are safe and in good repair (e.g. void of sharp edges, splinters, nails, missing parts). 2. Outdoor materials and equipment are safe and in good repair. 3. Facility is safe for children: ___ a. Well lighted ___ b. Ventilated ___ c. Stairways safe ___ d. Windows screened safely ___ e. Lead free paint ___ f. Child-proof electric outlets ___ g. Phone working and accessible								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
4. Floor coverings are non-slip or secured to floor.								
5. Resilient materials are used under climbing apparatus indoors and out.								
6. Dangerous materials and supplies such as medications, cleaning supplies, etc., are inaccessible to children (out of reach or locked).								
7. Fire equipment and procedures are evident and in order: (It is recommended that you check with your fire department for information on adequate extinguishers).								
___a. Fire extinguishers available ___b. Smoke detectors in working condition ___c. Tornado evacuation procedures in evidence ___d. Safety and security rules are posted and communicated ___e. Safety drills are carried out Frequency _____ Date of Last Drill _____								
8. There are provisions for safely reaching sinks and toilets.								
9. Hot water, where accessible to children, is a safe temperature.								
10. If kitchen area is used, it is free of through traffic and hazards.								
11. Appropriate safety provisions are provided for exceptional children, when/if enrolled.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
12. Safe access is provided to secured/fenced outdoor play area, free of harmful objects.								
13. There is provision for safe pick up and delivery for all children.								
(14.) At least two adults are available to children (on the premises) at all times. (Document through staff schedule)								
15. There is a minimum of 35 square feet of indoor space per child to allow for freedom of movement (not including kitchen, closets, bathroom, hallways, etc). (Sketch with dimensions is helpful)								
16. There is a minimum of 75 square feet of outdoor space per child using area at any one time. (Sketch with dimensions is helpful)								
17. Facility vehicles and drivers assure safe transportation for children.								
___ a. Vehicles are clean, in good repair, inspected and licensed.								
___ b. Drivers are properly licensed. (Vehicle safety inspection, driver license(s))								
___ c. Child passenger restraints and/or seat belts are provided as required by law.								
<u>Health</u>								
18. Trash and garbage are stored and disposed of in a sanitary manner.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
19. If kitchen is used by the program, this area is safe and sanitary:								
___a. Clean.								
___b. Adequately equipped for proper storage, preparation and serving.								
___c. Dishwashing is done in an approved sanitary manner.								
20. If food is provided, it is nutritious and served hygienically:								
___a. Menus are posted.								
___b. Nutritious, well-balanced meals and snacks are served hygienically in child-sized portions.								
21. Restrooms are sanitary and safe:								
___a. Toilets and handwashing facilities are clean.								
___b. Soap and individual or disposable towels are provided.								
22. Drinking water is available to children in a sanitary manner.								
23. Staff is continually alert to the health of each child; individual medical problems and accidents are recorded and reported to staff and parents.								
24 Adequate first-aid kit is readily available.								
25. Cot and isolation area are provided for ill children.								
26 Individual washable mats or cots with sheets (if appropriate to the program) are provided as needed and cleaned regularly								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
27. Floors and rugs are kept clean.								
28. Materials and furnishings are kept clean.								
29. Clean clothing is available in case of accidents.								
30. Smoking is allowed only in designated areas away from children.								
31. Area is free of potentially toxic plants. (To obtain material on poisonous plants, contact the Cooperative Extension Agent in your area and ask for the "Stop Listen and Learn" Picture Sheets Nos. 1 through 6, available for a minimal charge.)								
32. Any animals on premises are healthy, free of hazardous diseases, and well cared for.								
33. Water supply is Health Department approved.								
34. Health and immunization records and emergency medical release forms are on file for children.								
35. Records of medical examination and tuberculin testing are on file for all staff.								
36. Staff members receive annual training in medical emergencies. At least one staff member has current certification in first aid and/or cardio-pulmonary resuscitation (CPR).								
37. Whenever children are swimming or wading, a qualified CPR or lifeguard is present.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
38. There are procedures regarding ill staff members--when they should not be at the center or working with children, etc.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
II. Foster Physical and Intellectual Growth and Development and Creative Expression Competence in these areas is influenced by the teacher's stimulation of the desire and will to learn, careful planning, and use of appropriate learning materials. <u>Planning and Implementation</u> (1.) Learning objectives/expectations for children are: ___ a. Consistent with the overall philosophy of the program. ___ b. Appropriate for the age and developmental level of the group. ___ c. Modified to meet children's individual needs. ___ d. Used in checking children's progress. (Submit written documentation for accreditation) (2.) Daily planning includes opportunities for: ___ a. Individual experiences. ___ b. Small group experiences. ___ c. Total group experiences. 3. Group experiences for developing skills and concepts are so organized that each child has individual attention and is free to express his ideas (optimal ratio one adult to five children).								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
(4.) The schedule provides activities which are:								
___ a. Balanced (active/quiet; group/individual; indoor/outdoor).								
___ b. Developmentally appropriate.								
___ c. Designed so children experience success.								
5. Current daily and/or weekly schedules are posted.								
(6.) Children have opportunities during each program day to make choices in selecting activities and materials and to share their experiences.								
(7.) Activity plans for each program day are specific as to the experiences provided under language, art, etc., as oppcsed to simply listing art, motor development, etc.								
(8.) Children are encouraged to structure their own thinking and gain mastery over their environment by:								
___ a. Observing.								
___ b. Exploring.								
___ c. Discovering.								
___ d. Questioning.								
___ e. Problem solving.								
___ f. Sharing experiences.								
___ g. Initiating activities.								
___ h. Making choices. (Examples of each of the above should be observable)								
9. Concrete experiences are provided for developing time, space and number concepts and for classifying things in their natural and planned environment.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
(10) Children are helped to acquire and use language to communicate information, thoughts, and feelings, and to talk and listen with understanding.								
(11) Children are provided language arts experiences each program day, including story telling and/or story book reading.								
(12) Books are available to children for use during each program day.								
(13) Children have a variety of fine motor experiences (i.e., clay, puzzles, peg boards, etc.) to encourage development of dexterity, hand-eye coordination.								
(14) Children have opportunities during each program day for gross motor activities such as running, jumping, climbing, balancing, pedaling, throwing and catching.								
(15) Children are engaged in a wide range of experiences in each of the following: ___ a. Music. ___ b. Art. ___ c. Drama. (Programs should be able to give current example of each of these)								
(16) There is little or no emphasis on patterns or final product in the use of art media.								
(17) Children are involved in science activities on a regular basis which are designed to increase observation and communication skills.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
(18) Children have opportunities to work with natural materials such as soil, sand, water, clay and wood.								
Equipment and Materials								
19. There is enough child sized basic furniture in good condition for the number and ages of children.								
(20) A wide variety of the following learning materials are available, in good working condition, and used regularly.								
(Check items)								
___ a. Painting Equipment (large brushes, large newsprint)								
___ b. Collage/paste/glue/scissors/ crayons								
___ c. Dough/clay/accessories								
___ d. Blocks/accessories								
___ e. Sand/accessories								
___ f. Water/accessories								
___ g. Woodworking tools and materials								
___ h. Dramatic play accessories								
___Housekeeping								
___Other:								
___ i. Manipulatives (puzzles, beads, pegs, games, form boards, etc.)								
___ j. Books and records								
___ k. Rhythm instruments (can be homemade)								

(cont'd)

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
___ l. Cooking equipment ___ m. Climbing equipment ___ n. Wheel toys ___ o. Balls ___ p. Other:								
(21) An ample variety of materials is arranged on low, open shelves so that children can make choices independently.								
22. The room is arranged so that traffic moves smoothly, easy supervision is possible, and children play/work without interruption.								
23. Adequate space is provided for group size.								
24. There is a separation between quiet/active and wet/dry areas.								
(25) There are clearly defined activity areas for various types of learning experiences.								
26. There is a quiet area for children who wish to be alone.								
27. Materials and furniture are arranged in an orderly manner.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
III. Build Positive Self-Concept and Individual Strength								
Adults relate to children in positive ways which indicate that they are known and appreciated by:								
(1.) Showing respect for children by addressing each child by name, with minimal use of impersonal and collective terms, such as "group", "class", "boys and girls".								
(2.) Smiling, touching, holding, and speaking to children at their eye level to foster communication.								
3. Providing space for each child's belongings.								
4. Using photographs, displays of children's work and mirrors placed at the child's eye level to focus attention on the individual.								
(5.) Providing individual children with direct positive feedback about their performance ("John, you did a good job putting away your toys").								
(6.) Providing positive reinforcement, encouragement and supportive statements. Competition, comparison, and criticism are avoided.								
(7.) Providing a balance between activities initiated by children and those initiated by children and adults.								
(8.) Actively involving children in helping to solve classroom problems by working through disagreements and conflicts at feeling/thinking levels.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
9. Showing respect for the child's family and community by recognizing and incorporating into the program the family's customs and values.								
(10.) Refraining from demeaning remarks to other adults or children about a child's or children's behavior.								
(11.) Helping children cope with both success and failure by assisting them to express feelings in words or in acceptable actions.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
IV. Develop and Maintain Positive Interaction of Children and Adults. Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, positive support, and responsiveness.								
(1.) Staff express respect and affection for children by listening, speaking and playing with them.								
(2.) Staff model, encourage, plan for, and guide development of positive social acts and feelings (i.e., honesty, cooperation, conflict, resolution, compromise, friendship, affection, humor).								
(3.) Staff speak with children in a friendly, positive, courteous manner.								
(4.) Staff converse frequently with children, asking open-ended questions, and speaking individually to children (as opposed to the whole group) most of the time.								
(5.) Staff establish and maintain a reasonable system of limits which are understood by children and adults.								
(6.) Staff encourage independence in children based on child development principles. Staff								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
foster independence in routine activities including:								
___ a. Picking up toys								
___ b. Wiping spills								
___ c. Personal grooming (toileting/washing hands)								
___ d. Obtaining and caring for materials								
___ e. Other self-help skills								
(7.) Staff use positive techniques for guidance including:								
___ a. Redirection								
___ b. Anticipation								
___ c. Elimination of potential problems								
___ d. Positive reinforcement								
___ e. Encouragement rather than competition, comparison or criticism								
(8.) Staff abstain from corporal punishment or other humiliating or frightening discipline techniques.								
(9.) There is an adequate adult/child ratio for each group of children. Adequacy is determined by staff competency, physical facility and equipment and the length of the day. Recommended ratios of qualified adults to children are:								
___ a. At least 1 adult to 8 children, age 2								
___ b. At least 1 adult to 10 children, ages 3 & 4								
___ c. At least 1 adult to 16 children, ages 4 & 5								
___ d. At least 1 adult to 25 children, kindergarten								
___ e. In the case of handicapped children the above ratios are adjusted according to the severity of the handicapping condition.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
V. Coordination Between Home/Center Coordination of home and school/center expectations and practices is essential to ensure maximum benefit to the child. A variety of options should be provided for parent involvement in the program.								
(1.) Information about the program is given to families. It may be in a parent handbook or printed handouts. It may include:								
___ a. Written description of the program's philosophy.								
___ b. Written description of the program's rules and fees (if applicable).								
___ c. Clearly communicated discipline and guidance procedures								
___ d. Other:								
(Submit written documentation for accreditation)								
(2.) There is a planned process for orienting the child and parent to the program. It may include:								
___ a. Pre-enrollment visit to the program.								

(cont'd.)

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
___b. Gradual introduction to classroom. ___c. Parent orientation meetings. ___d. Parent-child open house. ___e. Home visit. ___f. Other:								
(3.) There is a planned procedure for personal contact with parents. This may include:								
___a. Greeting, brief conversation on arrival and departure. ___b. Positive phone calls. ___c. Positive notes. ___d. Other:								
(4.) Parents and/or other family members are encouraged to visit the program and observe their child:								
___a. Anytime. ___b. By appointment only. ___c. On specific occasions								
5. Parents and/or other family members have opportunity to be involved in the on-going program with their children in some of the following ways:								
___a. Celebrations. ___b. Field trips. ___c. Sharing expertise, skills interests, family customs								

(Cont'd)

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
___d. Sharing a meal/snack. ___e. Assisting in classroom. ___f. Other:								
6. Parents and/or other family members are involved in the program in other ways. These may include:								
___a. Fund raising ___b. Special projects. ___c. Input into program planning. ___d. Program evaluation. ___e. Serve on policy making board of the organization. ___f. Serve on Parent Advisory Council or PTA. ___g. Repairs/construction. ___h. Painting. ___i. Sewing, making materials. ___j. Cleaning/laundry. ___k. Other:								
7. Frequent and varied opportunities for sharing between home and school/center may include:								
___a. Parent bulletin board with current information. ___b. Recognition of families' ethnic and cultural backgrounds as observed in toys,								

(Cont'd)

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
bulletin boards, photographs, etc. ___ c. Occasional sharing of special home possessions. ___ d. Other:								
(8.) Various methods are used to facilitate good communication between home and school/center. These include some of the following: ___ a. Parent conferences. Frequency: ___ 1) Regularly scheduled ___ 2) As needed. ___ Private space available. ___ b. Copies of information about a child which is forwarded to others are given to parents, on request. ___ c. Home visits. ___ d. Progress reports. Frequency: ___ e. Newsletters. Frequency: ___ f. Special notices. ___ g. Phone calls.								
9. Resource information and services are available to parents, which may include: ___ a. Materials and/or information on community resources.								

(Cont'd)

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
___b. Parent groups. ___1) Support groups. ___2) Education groups. ___3) Interest groups. ___4) Other:								
___c. Individual counseling and/or referral services.								
___d. Other:								
(10) There is a planned procedure for informing and involving parents in the transition process to the next program setting.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
VI. Maintain Effective Staff Communication and Efficient Management Practices. Effective administration requires knowledge about all areas of the program as well as community resources and services for children and parents. (Items in this section should be verifiable through written documentation for accreditation) <u>Staff Development and Qualifications</u> 1. A written description of program goals and objectives is shared with staff, parents and visitors.								
2. Written job descriptions for all staff are updated regularly.								
(3.) Classroom teachers are educated in early childhood education/child development:								
___ a. Teachers in public school programs are appropriately certified.								
___ b. Teachers in charge of a group in non-public programs have one of the following: 1) BS or BA Degree in Early Childhood Education or Child Development. 2) BS or BA Degree with one year experience working with young children and inservice training in Early Childhood Education or Child Development.								

(Cont'd)

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
3) AA Degree in Early Childhood Education or Child Development with one year experience with young children. 4) CDA credential with two years experience with young children. 5) Five years experience working with young children with inservice training in Early Childhood Education or Child Development. 6) Other comparable education and experience.								
___ c. In programs enrolling handicapped children teachers have access to training and/or resources for the appropriate handicapping condition(s).								
(4.) Program administrators have one of the following:								
___ a. BS or BA Degree in Early Childhood Education or Child Development and one year experience with young children.								
___ b. BS or BA Degree with training in Early Childhood Education or Child Development and one year experience with young children.								
___ c. Two years of college with a minimum of 12 hours of Early Childhood Education or Child Development and two years experience with young children.								
___ d. Other comparable education and experience. Please explain.								
(5.) There is a formalized ongoing inservice and career development program which may include:								
___ a. Orientation for new staff. (Cont'd)								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
___ b. Regular supervison, including classroom observation								
___ c. Opportunities for professional growth through workshops, conferences, etc.								
___ d. Inservice plan.								
___ e. Access to resource materials.								
___ f. Provision for visiting other programs.								
___ g. Participation in early childhood professional organizations.								
<u>Administrative Practices and Evaluation</u>								
6. Fees and policies for admission and attendance are clearly stated and available in written form.								
7. There is appropriate insurance coverage for children and adults.								
8. There is a personnel practices and procedures manual that is available to all staff.								
9. The school/center keeps appropriate fiscal records, which include evidence of long-range budgeting and sound fiscal planning. (Administrative report will suffice)								
10. Records are kept on program operations, such as attendance records, board or advisory committee reports, special activities, etc.								

Quality Indicators	Ratings							Remarks/Examples
	Yes	No	1	2	3	4	5	
(11.) There is a systematic method for keeping and transmitting children's developmental records.								
(12.) There is a system for documenting in writing the person or persons authorized to pick up a child.								
(13.) All staff are evaluated regularly. Evaluations are recorded and discussed with individual staff members.								
14. Staff, other professionals, and parents are involved in evaluating the programs' effectiveness in meeting the needs of children and parents.								

STATE OF MISSOURI

APPLICATION FOR ACCREDITATION OF AN EARLY CHILDHOOD EDUCATION PROGRAM

SECTION I. ADMINISTRATION

Name of Program _____

Type of Program: (check all that apply)

_____ Day Care (4 hours or more)
Licensed: Yes ____ No ____

_____ Nursery School/Preschool
Length of School Day _____

_____ Kindergarten

_____ Other _____

_____

_____

_____ Church related

_____ For Profit

_____ Non-Profit

_____ Public School

_____ Private School

Program Director _____ Phone ( ) _____

Administrator or Board President _____ Phone ( ) _____

If program meets state definition of day care, please attach copy of state license or letter of exemption. Contact Missouri Division of Family Services, Broadway State Office Building, Jefferson City, Missouri 65101 if in doubt about program definitions.

* * * *

Teaching Staff for Ages 2½-6 yrs.	Age(s) Assigned

Please use this space to list additional teachers and add any information regarding your program which you feel would be beneficial to review team members prior to the on-site visit.

cont'd.

SECTION III. VERIFICATION OF SELF-STUDY AND REQUEST FOR VISITATION BY REVIEW TEAM

As _____ of the _____
(Title) (Name of Program)

I certify that the program has completed a "Self-Study" (copy enclosed) and request that a team be assigned by the Missouri Center for Voluntary Accreditation of Early Childhood Education Programs to validate the "Self-Study." I understand that this is a voluntary process and agree to pay the mileage expense of the team members. I further understand that we have the right of advance approval of individual team members assigned, estimate of mileage expenses, and date(s) of on-site visit(s). Enclosed is a check in the amount of $_____ for program validation by a review team. Make check payable to Missouri Center for Voluntary Accreditation, Child Study Department, Stephens College, Columbia, MO 65215.

Accreditation Fee:

$30 - 25 or fewer children
$60 - 26-49 children
$90 - 50-99 children
$120 - 100 or more children

_____
Signature of Administrator or Board President

_____
Date

END

DEPT. OF EDUCATION

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

NOVEMBER 5 _1985